

TIMBERLAND HIGH

1418 Gravel Hill Road
St. Stephen, SC 29479

GRADES 9-12 High School

ENROLLMENT 990 Students

PRINCIPAL Eugene B. Lemmon 843-567-8110

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of High Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

4

10

5

1

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Excellent	N/A
2003	Average	Excellent	No
2004	Good	Excellent	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	74.2	N/A	N/A	69.5	N/A	N/A
Passed 1 subtest	12.1	N/A	N/A	15.5	N/A	N/A
Passed no subtests	13.7	N/A	N/A	20.2	N/A	N/A

EXIT EXAM PASSAGE RATE BY SPRING 2004

	Our School	High Schools with Students Like Ours
Percent	97.4%	94.1%

ELIGIBILITY FOR LIFE SCHOLARSHIP

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	6.0	6.3
Seniors who met the SAT/ACT requirement	6.5	6.7
Seniors who met the grade point average	27.3	34.7

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	220	152
Number of Diplomas	168	111
Rate	76.4%	72.8%

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	193	97.4	216	6.0	220	76.4	YES
Gender							
Male	94	97.9	105	5.7	111	74.8	N/A
Female	99	97.0	111	6.3	109	78.0	N/A
Racial/Ethnic Group							
White	69	97.1	68	13.2	71	74.6	N/A
African-American	123	97.6	144	2.8	147	77.6	
Asian/Pacific Islander	0	N/A	1	I/S	0	N/A	N/A
Hispanic	0	N/A	2	I/S	2	I/S	N/A
American Indian/Alaskan	1	I/S	1	I/S	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	182	97.3	199	6.5	189	83.6	N/A
Disabilities other than speech	11	100.0	17	0.0	31	32.3	YES
Migrant Status							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	189	97.4	216	6.0	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	0	N/A	0	N/A	1	I/S	N/A
Non-Limited English Proficient	189	97.4	216	6.0	219	76.7	N/A
Socio-Economic Status							
Subsidized meals	127	96.1	137	0.7	139	73.4	N/A
Full-pay meals	64	100.0	79	15.2	81	81.5	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 33.3%									
All Students	257	100.0	18.9	37.9	26.7	16.5	53.5	YES	YES
Gender									
Male	125	100.0	24.0	40.5	25.6	9.9	43.8	N/A	N/A
Female	132	100.0	13.9	35.2	27.9	23.0	63.1	N/A	N/A
Racial/Ethnic Group									
White	95	100.0	12.4	20.2	39.3	28.1	75.3	YES	YES
African-American	159	100.0	21.9	48.3	19.9	9.9	41.1	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	204	100.0	8.9	39.8	30.9	20.4	62.3	N/A	N/A
Disabled	53	100.0	55.8	30.8	11.5	1.9	21.2	YES	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	257	100.0	18.9	37.9	26.7	16.5	53.5	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	256	100.0	19.0	38.0	26.4	16.5	53.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	189	100.0	23.2	42.4	24.3	10.2	45.2	YES	YES
Full-pay meals	68	100.0	7.6	25.8	33.3	33.3	75.8	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	256	100.0	19.8	37.9	33.3	9.1	55.6	YES	YES
Gender									
Male	125	100.0	24.8	40.5	26.4	8.3	50.4	N/A	N/A
Female	131	100.0	14.8	35.2	40.2	9.8	60.7	N/A	N/A
Racial/Ethnic Group									
White	94	100.0	12.4	28.1	42.7	16.9	65.2	YES	YES
African-American	159	100.0	23.2	43.7	28.5	4.6	50.3	YES	YES
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	203	100.0	8.9	39.8	40.3	11.0	67.0	N/A	N/A
Disabled	53	100.0	59.6	30.8	7.7	1.9	13.5	NO	YES
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	19.8	37.9	33.3	9.1	55.6	N/A	N/A
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	100.0	19.8	38.0	33.1	9.1	55.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	189	100.0	24.9	39.0	31.6	4.5	49.7	YES	YES
Full-pay meals	67	100.0	6.1	34.8	37.9	21.2	71.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 990)				
Retention rate	10.5%	Up from 10.0%	10.1%	9.1%
Attendance rate	95.1%	Up from 93.9%	95.9%	96.0%
Eligible for gifted and talented	0.0%	No change	2.4%	5.8%
With disabilities other than speech	17.4%	Up from 16.2%	14.5%	12.7%
Older than usual for grade	11.6%	Down from 13.0%	12.3%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.0%	1.5%	1.6%
Enrolled in AP/IB programs	3.0%	Down from 4.4%	5.1%	10.2%
Successful on AP/IB exams	N/AV		47.1%	53.8%
Annual dropout rate	4.0%	Down from 4.9%	2.9%	2.7%
Career/technology students in co-curricular organizations	100.0%	Up from 11.9%	3.4%	3.6%
Enrollment in career/technology center courses	757	Up from 721	437	466
Students participating in worked-based experiences	51.1%	Down from 56.3%	17.0%	25.7%
Career/technology students mastering core competencies	74.6%	Up from 68.9%	74.4%	77.7%
Career/technology completers placed	95.6%	Down from 97.2%	99.7%	99.3%
Teachers (n= 63)				
Teachers with advanced degrees	50.8%	Up from 45.1%	46.0%	52.0%
Continuing contract teachers	79.4%	Up from 70.4%	79.5%	82.1%
Highly qualified teachers**	87.0%	N/A	87.9%	89.5%
Teachers with emergency or provisional certificates	8.6%		11.0%	8.6%
Teachers returning from previous year	81.8%	Down from 82.5%	82.2%	86.2%
Teacher attendance rate	94.2%	Down from 95.8%	95.3%	95.3%
Average teacher salary	\$39,201	Up 2.5%	\$39,220	\$41,060
Prof. development days/teacher	11.0 days	Up from 9.1 days	10.6 days	10.6 days
School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	28.5 to 1	Up from 25.2 to 1	24.4 to 1	26.4 to 1
Prime instructional time	88.1%	Down from 88.7%	89.8%	90.0%
Dollars spent per pupil*	\$7,217	Down 1.2%	\$6,410	\$6,310
Percent of expenditures for teacher salaries*	57.1%	Up from 50.8%	55.3%	57.9%
Opportunities in the arts	Good	Down from Excellent	Good	Excellent
Parents attending conferences	92.6%	Down from 94.1%	85.1%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Timberland High School has a School Improvement Council that serves as the planning team for the school. Since the establishment of the team, channels of communication have been opened to create an atmosphere of support for new ideas. The council is key to such communication and provides significant input for this report.

We used several initiatives last year to address the needs of our students. We used Measures of Academic Progress (MAP) tests as pre- and post-assessment to determine student academic achievement and student growth. We instituted a "progress report and report card pick-up" by parents of students failing one or more courses each nine weeks to get our parents involved in the teaching/learning process. We continued to use The Academy of Reading, Compass Learning, Plato software, and academic assistance during the extended part of second period and after school to address the needs of students failing one or more courses and/or students below standards on PACT or the Exit Exam (HSAP included). We continued to offer SAT prep classes and workshops to help our students prepare for the SAT. We purchased ACT software and workbooks to help our students prepare for the ACT.

With these initiatives in place, Timberland had many successes. We had our first National Merit and Advanced Placement Scholar. We were designated a Palmetto Silver winner for gains in last year's report card data. We had another winner in the National Beta Club scholarship program. We had four Palmetto Fellows. Our SAT Team was the winner in our regional contest and we had the highest individual score. We had several students to win first place in DECA state competition. These students competed nationally in Nashville, Tennessee. Our Automotive, Industrial Technology, and Engineering Design Teams won first place in Quest, a tri-county competition. Our First Robotics Team finished 35th out of 59 teams in national competition.

We had many successes in athletics during the 2003-2004 school year. Our Girls' Varsity Basketball Team was runner-up in the Lower State 3A Championship. We had a female basketball player named to the All-State Team; one female played in the South Carolina-North Carolina All-Star game; and one male played in the North-South All-Star. We won the region in volleyball and the team was runner-up in the Lower State Championship. Our football team won the region and went to the third round of the play-offs. Our softball team was runner-up in the region for the first time and went to the third round of the play-offs.

Timberland will continue to work diligently to become the best school in South Carolina. To enhance this process, we must continue to develop a plan to get our community and parents more involved in school activities, encourage more collaboration and cooperation among teachers, and get more teacher involvement in extracurricular activities. We welcome this challenge.

Eugene B. Lemmon, Principal

Kimberly Glaze, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	58	150	26
Percent satisfied with learning environment	71.9%	44.7%	73.1%
Percent satisfied with social and physical environment	72.4%	63.9%	46.2%
Percent satisfied with home-school relations	35.1%	75.2%	53.8%

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.